DOCUMENT RESUME

ED 062 317 SP 007 383

AUTHOR Teeney, Abe D.; Nupen, Walter A.
TITLE American History and Government. Grade 11.
INSTITUTION Parkrose Public Schools, Portland, Ore.
PUB DATE Jun 68
NOTE 73p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *American Government (Course); *American History; *Curriculum Guides; *Grade 11; High School Curriculum; *Social Studies

ABSTRACT

GRADES OR AGES: Grade 11. SUBJECT MATTER: American history and government. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material outlines the philosophy and the scope and sequence for the whole social studies program. The main body of the guide has seven sections (colonial years, federalism and expanding democracy, civil war and reconstruction, rise of industrialization and big business, twentieth century through World War I, twentieth century from prosperity to depression, and twentieth century 1940's to the present). Each section has subsections on economic influences, domestic and foreign political factors, sociological influences, and geographical influences. The material is presented in three columns: concepts, activities, and references. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are not specified. Very detailed activities are included. INSTRUCTIONAL MATERIALS: Books, records, filmstrips, and transparencies are listed. There is also an extensive bibliography. STUDENT ASSESSMENT: None. (MBM)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 062317

AMERICAN HISTORY

AND

GOVERNMENT

GRADE 11

ELEVENTH GRADE SOCIAL STUDIES GUIDE

PARKROSE PUBLIC SCHOOLS

June, 1968

WRITTEN BY

ABE D. TEENEY
Parkrose Senior High

WALTER A. NUPEN
Parkrose Senior High

Under the direction of the Parkrose Social Studies Curriculum Committee

Dottie Dueltgen	First Grade	Sacramento
Donna Detrick	Second Grade	Prescott
Mary Borghorst	Third Grade	Shaver
Beverly Pratt	Fourth Grade	Thompson
Laurie Hyytinen	Fifth Grade	Knott
Dwight Cameron	Sixth Grade	Russell
Bob Orcutt	Sixth Grade	Sumner
Ann Rutledge	Seventh Grade	Heights Junior High
Helen Waterman	Eighth Grade	Fremont Junior High
Larry Hibbard	Ninth Grade	Heights Junior High
Walter Nupen	Eleventh Grade	Senior High
Harry Baeckel	Twelfth Grade	Senior High
Max Brunton	Curriculum Director	Parkrose Schools

PREFACE

This material was produced in the summer of 1968 by the Parkrose School District Social Studies Committee. The organization of the social studies content into concepts has been written by the teachers listed on the title page. Many of the activities and references in this guide were taken from the original guide developed in July, 1962, by Oren Hays and Ralph Rands. Credit was also given, in 1962, to the Oregon State Department of Education for its cooperation. It should be given again, as Max Harriger, State Social Studies Consultant, discussed with our committee the strengths and weaknesses in present-day social studies and some promising national trends to consider.

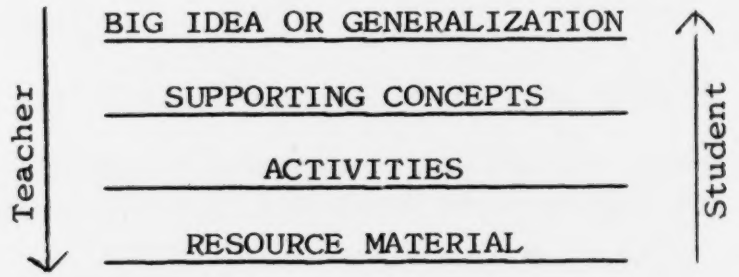
With so much information to be included now in the teaching of social sciences, the pressure to cover an increasing range of content creates a severe problem. There is also a need to broaden the coverage of social science disciplines. Knowledge and skills in economics, sociology, and political science become just as important as the concepts of history and geography. The cumulative effect of these problems requires a new look at what kind of knowledge is most durable and valuable.

The decision to involve students in the use of more than one basic textbook from the State Adoption List was made because specific facts become obsolete more rapidly than basic concepts or big ideas. Consequently, specific facts should be sampled rather than covered. Understanding of big ideas and their supporting concepts can be developed through a study of selected samplings, preferably contrasting samplings rather than a study of many samplings.

It is the hope of the committee that each teacher will receive stimulation from this guide to develop a comprehensive grasp of the content to be covered, to discover effective ways of teaching the content and to expose students to a variety of resource materials.

To the Teacher:

The units in this guide are designed to assist the classroom teacher in accomplishing the adopted scope and sequence of the social studies. They are structured so that each unit has one or more "Big Ideas" to be emphasized, supplemented by supporting concepts which lead to understanding of that "Big Idea." Information learned from the discussions, project, etc. suggested in the activity column will be of a more specific and factual nature, and have the purpose of contributing to the understanding of the concepts listed in each of the units. The teaching process then should involve leading the student from the activity to an understanding of the concept which in turn helps to emphasize the "Big Idea."



The goal of this type of unit structure is not to emphasize the memorization of factual information, but instead to encourage the understanding of general concepts which it is felt will be of more lasting value in the education process experienced by the students.

LEGEND FOR USE IN THE REFERENCE COLUMN

CO - Curriculum Office
MCIED - Multnomah County Intermediate Education District
FS - Filmstrip
F - Film

THIS WE BELIEVE:

WHAT IS SOCIAL STUDIES

Social Studies is a field of study devised to meet the needs of students in dealing with human relationships and the various aspects of man's society. It is a fusion (or correlation) of the broad fields of the social sciences: geography, economics, sociology, history, and civics. This fusion provides a background of understanding of all the above areas in the earlier years and develops a foundation for future study of any one of these areas.

WHY TEACH SOCIAL STUDIES?

Social Studies should be offered each student so as to help him develop to his greatest capacity and thus meet the needs of a changing society.

A. Each child should be able to gain information, understanding, and positive attitudes in order to develop into a responsible member of society.

B. Each child should be enabled to fill his role as a leader or follower in realizing his obligations and responsibilities to our system of democracy and to the world.

C. Each child should appreciate and comprehend values of morals, high character and brotherhood.

D. Each child should contribute to the betterment of world society through the development of critical thinking.

E. Each child should stress his belief in the dignity, worth and needs of the individual: regardless of race, nationality or creed.

F. Each child should enrich his life through the wise use of leisure time.

ADOPTED SCOPE AND SEQUENCE

1. Living in Our School, Home and Nation

2. Living in Neighborhoods - The study of the neighborhood as a large social group and its dependence on other members in that group. A comparison of neighborhoods around the world as related to their need for goods and services.

3. Living in a Wider Community - Comparison of the basic wants and needs of communities and how these are satisfied.

4. Living in the Pacific Northwest and Other Regions of Our World - The concepts of how man makes a living are applied to the Pacific Northwest and comparisons are made to other regions of the world. The major emphasis is upon the Pacific Northwest as a region.

5. Living in the United States and Canada

6. Living in Latin America - Includes Mexico, the Caribbean, Central America, South America. Some bridges to Europe will be suggested in connection with exploration, settlement, and cultural derivation. The cooperation between the two Americas is also emphasized.

7. Living in the Eastern Hemisphere

8. United States History - An overview of United States history with a brief resume of Oregon.

9. The World Today (World Geography) - The study follows natural climatic and environmental regions, grouping those which are similar, and integrates historical, economical, sociological, and political concepts into the study of those regions.

10. World History

11. American History and Government

12. Modern Problems

CONTENTS

	Page
Preface	i
To the Teacher	ii
Philosophy	iii
Adopted Scope and Sequence	iv
Social Studies Scope and Sequence	1
American History and Government	6
I. Colonial Years (1607-1783)	7
II. Federalism and Expanding Democracy (1783-1840's)	14
III. Civil War and Reconstruction (1850's-1870's)	25
IV. Rise of Industrialization and Big Business (1870's-1890's)	34
V. Twentieth Century Through World War I (1900-1920)	39
VI. Twentieth Century (From Prosperity to Depression, 1920's-1930's)	47
VII. Twentieth Century (1940's to the Present)	55
Bibliography	64

SOCIAL STUDIES SCOPE AND SEQUENCE

ELEVENTH GRADE

AMERICAN HISTORY AND GOVERNMENT

I. COLONIAL YEARS (1607-1783)

A. Economic influences

1. Mercantilism endorsed by Europe.
2. Occupational patterns begin to emerge.
3. Basis for free enterprise system was laid.
4. Attempts to enforce English economic patterns chafed English-American relations.

B. Political factors

(Domestic)

1. Parliament and the monarchy controlled the colonies.
2. Colonial governmental patterns emerge.
3. Political efforts lead toward unity within the colonies.
4. Restrictive laws created conflicts.

(Foreign)

1. French and Spanish contacts influenced colonial development.

C. Sociological

1. Mobile social classes developed.
2. Varied religious philosophies permeated colonial life.
3. Indigenous art forms reflected an adaptation of European influences.
4. Education received regional attention.

D. Geographical

1. Colonists adapted to varied geographical conditions and natural resources.
2. Frontier moved ever westward.

II. Federalism and Expanding Democracy (1783-1840's)

A. Economic influences

1. Industrial potential provided for economic independence.
2. Transportation and communication networks were spurred by innovations.
3. Tariff and banking issues created problems in growth.

B. Political factors

(Domestic)

1. Basic documents laid foundation for representative democracy.
2. Nationalism was reflected in the Era of Good Feeling.
3. Differing political philosophies contributed to growing sectionalism.

(Foreign)

1. International conflicts developed.

C. Sociological

1. Anti-slavery sentiment developed.
2. American literature reflected national self-awareness.
3. Religious activity was heightened.

D. Geographical

1. Trans-Mississippi territorial acquisitions were made.
2. Explorations and westward movement revealed natural resource potential.

III. Civil War and Reconstruction (1850's-1870's)

A. Economic influences

1. Basic economies of North and South became divergent.
2. War caused economic dislocation in the South.
3. Mining and ranching provided sources of wealth.

B. Political factors

(Domestic)

1. States' rights conflicted with federal supremacy.
2. Slave crisis necessitated compromises in the territories.
3. Reconstruction plans and problems challenged the nation.

(Foreign)

1. International contacts, other than in Europe, opened up trading opportunities and the acquisitions of territories.

C. Sociological

1. Sectional outlooks were unresolved.
2. Inadequate resolution of black and white problems produced lasting tensions.
3. Post-Civil War political morality reached low ebb.

D. Geographical

1. Populated East and West drew closer together.
2. Settlement of West emphasized farming, mining, ranching, etc.
3. Unique land forms challenged settlers.

IV. Rise of Industrialization and Big Business (1870's-1890's)

A. Economic influences

1. Business consolidated.
2. The money question generated various suggestions and programs.
3. Overseas markets developed.
4. Labor movement exerted pressures.

B. Political factors

1. Majority of reform attempts failed.
2. Republican political philosophy dominated.
3. Third parties reflected growing discontent.

C. Sociological

1. Urbanization and new patterns of living emerged.
2. Education was broadened.
3. Immigration accelerated as points of origin shifted.

D. Geographical

1. "The Frontier" ended.
2. The utilization of natural resources heightened.

V. Twentieth Century (through World War I, 1900-1920)

A. Economic influences

1. Competition for overseas markets increased.
2. "Progressive" pressure for regulation of big business accelerated.
3. Laissez-faire was challenged by governmental attempts to regulate business.

B. Political influences

1. Progressivism's demands expanded.
2. The electorate heightened its participation in government.
3. Wartime limitations were placed on democratic processes.
4. Imperialism was challenged.

C. Sociological influences

1. Immigration reached its peak.
2. The needs of the economically disadvantaged were brought to the nation's attention.
3. A war to end war was fought.

D. Geographical influences

1. War demanded abandonment of conservation practices.

VI. Twentieth Century (From Prosperity to Depression, 1920's - 1930's)

A. Economic influences

1. Production heights set in the twenties reached depths in the thirties.
2. U. S. emerged from debtor to creditor status.
3. Monetary policy experienced change.
4. Abandonment of laissez-faire was replaced by government-stimulated recovery.

B. Political influences

1. Disenchantment with world involvement increased.
2. The federal government was forced to assume an expanded role.

C. Sociological influences

1. Affluence changed to deprivation.

2. Shift occurred from self-sufficiency to governmental dependency.
3. Mechanization effected a strong impact on American values.

D. Geographical influences

1. Attempts were made to re-institute conservation practices in the 1930's.

VII. Twentieth Century (1940's to the present)

A. Economic influences

1. Growing costs of government programs were reflected in higher tax rates.
2. Continuing military production stimulated the economy.
3. Increasing scientific and technological developments required economic adjustments.

B. Political influences

1. Federal government increased its involvement in welfare programs.
2. Increased federal power meant increasing centralization.
3. A third force (neutralist bloc) grew from a bi-polarized world.
4. The U. S. assumed a leadership role in the United Nations as it sought to meet world problems.

C. Sociological influences

1. The family role in an urban setting progressively changed.
2. A growing youth "rebellion" reflected disenchantment with the "establishment".
3. Population problems proliferated.
4. Three wars disrupted life patterns.
5. A global outlook conditioned American thought.

D. Geographical influences

1. Space frontier was probed.
2. Pollution problems reached staggering proportions.

AMERICAN HISTORY AND GOVERNMENT

ELEVENTH GRADE

The course of study is predicated upon the belief that while all students will not pursue the same professional and occupational goals, they all will be, nevertheless, participating citizens of this nation. Moreover, as citizens who receive its advantages, they are and will be called upon to make contributions to their country. This course should be taught with this view. A conceptual as well as chronological approach is presented to assist in the instruction of this course.

I. COLONIAL YEARS (1607-1783)

CONCEPTS	ACTIVITIES	REFERENCES
A. Subscribing to mercantilism, England encouraged colonies to develop along individualized paths; enforcement of English economic patterns evoked rebellious outcries in America. (Economic concept)	A. Have students explain to the class how a colonial grist mill, saw mill, tannery, or slitting and rolling mill worked. Illustrate with diagrams on the blackboard. Have one of the better students investigate the tools developed or improved by Americans to conquer the frontier. Students could investigate the fur trade to determine whether England or France profited most. Have a panel discuss the merits of free trade versus mercantilism. Make a chart listing the navigation, trade, and manufacturing acts passed by the British between 1650 and 1775. Show how the provisions were favorable and unfavorable to the colonists. Debate: The colonists should have accepted some form of increased taxes to help England pay the cost of the French and Indian War. Each student could write an editorial depicting the feelings of a colonial editor in regard to the passage of the navigation acts or the passing of the Intolerable Act, or the Boston Tea Party, etc. Debate: The Americans could not have won the war without foreign aid.	A. *Shafer, Augspurger, McLemore, Chapters 1, 2, 3, 4 **Harlow and Noyes, Chapters 1, 2, 3 4, 5 ***Dumond, Dale, Wesley, Chapters 1, 2, 3, 4, 5 MCIED-F: "Meaning of 1492" "The Year 1776" "1776" "Declaration of Independence" FS: Senior High Social Studies Dept. #56 - "American Portrait of Freedom" (record and filmstrip) Transparencies: Senior High Social Studies Dept. "The Toslen Series" (Beginning with 1763 and ending with Treaty of Paris - 1783) 26 transparencies Hereafter referred to as: *Shafer **Harlow ***Dumond

CONCEPTS	ACTIVITIES	REFERENCES
	Have students list at least 10 common uses of metals which made the settlers dependent on the production of the outside world.	Transparencies: Senior High Social Studies Dept. Laidlaw History Series EXPLORATION
B. Salutary neglect led to growing political independence in America; British attempts to reassert control were met with opposition. (Domestic political concept)	B. Have students make a chart listing the various colonies as self-governing, proprietary, and royal. The class could plan and carry out the typical procedure followed in a New England town meeting. The teacher should lecture on the wars in Europe and America prior to 1754, (i.e., King George's War, Queen Anne's War, etc.)	B. a) static map of the world b) medieval trade routes to the East c) routes of DeGama and Columbus d) routes of Magellan & Drake FOUNDING A NEW NATION a) English, French Spanish Claims in America b) North America After Treaty of 1763 c) the American Revolution d) western claims of the states, 1783
French and Spanish contacts influenced colonial development. (Foreign political concept)	Each student could make two time lines showing the events that happened in Europe on one, and those events in America on the other, so that the students can see the relationship. A student could make a report pointing out the strategic location of French forts in North America and the important battles that took place at each. A large scale map should be used in giving the report. Two students, one a loyalist and the other a patriot, could stage an argument on the question of independence from England.	General Aniline & Film Corp. Series: #623 - The New World: Colonies before 7 years war #671 - Growth of the U.S. (from 1763-1959) #688 - French & Indian War #689 - Revolutionary War

CONCEPTS	ACTIVITIES	REFERENCES
	After the class has read the Declaration, an open discussion could be held where such questions, as "What basic principles of government does the Declaration of Independence mention?" and of the 27 actions of the King that are listed and condemned, "What are the specific acts to which they refer?" can be answered. Each student could write a paper making a comparison of changes made in the Declaration with those of a country struggling for freedom today. A committee could investigate and report to the class the comparison of the methods of warfare of the Revolutionary War with that of World War II. Speeches could be made for or against: (1) securing military assistance (2) raising money (3) the handling of military affairs A short oral report could be given concerning the value of the Indians to the British during the war. Have an oral report on the methods of naval warfare during the Revolutionary War. Models could be made of guns, ships, forts, etc.	Records: Senior High Social Studies Dept. #169 - American History in Sound #99 - Great American Speeches #93 - Literature of Revolutionary America #34 - Masterpieces of Literature, Vol. II

I. COLONIAL YEARS (1607-1783)

CONCEPTS	ACTIVITIES	REFERENCES
	A chart could be made that would show which foreign countries contributed to the fight for independence and how much aid each gave.	
	In an open class discussion the topic of why the winning of American independence has been of such significance to the world.	
	Stage the 3 Act Play: "Peter Zenger and the Freedom of the Press"	
	Write an editorial for a colonial or British paper on the issue of the Proclamation of 1763. Be sure to tell whether you are writing as an American or an Englishman.	

I. COLONIAL YEARS (1607-1783)

CONCEPTS	ACTIVITIES	REFERENCES
C. European-modeled culture was subtly becoming "Americanized". (Sociological concept)	C. The teacher or students could lecture briefly on the world background of civilization in America, i.e., the early civilizations, Rise of Christianity, the Feudal System, the Crusades, Renaissance, etc. The students could begin a time line to show evidence of their knowledge of inventions, issues, progress of people, etc. Students could make short oral reports on the lives of the early explorers. A committee could report what made a man an aristocrat in the southern, middle, and New England colonies. Debate: Americans are more class conscious today than in colonial times. An interested artistic student could sketch the clothing of such people as soldiers, colonial men, women, and children of colonial times. A student could make a short oral report on the colonial methods of punishing lawbreakers. A student might investigate the Peter Zenger case and report his findings to the class. A bulletin board display of pictures and cartoons could compare life in the schools of colonial times with that of today. This could be a project for two students.	

CONCEPTS	ACTIVITIES	REFERENCES
	A round table discussion could be held on the subject of religious practices in the New England colonies, Middle and Southern colonies. A mural or a series of cartoons could be used to depict the events of this period. The students could write short biographical sketches of the important military leaders of the war and the part that each played. A committee could report to the class on methods of propaganda used to bring neutral Americans to the cause of independence. All types of propaganda could be discussed by the class at this time.	
D. Moving ever westward, the frontier presented the American with unique geographic challenges. (Geographic concept)	D. Review the important areas of the old world by having the students locate them on a map or globe. On an outline map of the western hemisphere students might indicate the possessions of England, Spain, Portugal, France, Holland, and Sweden. Have a chart made that would show the chief products of the New England, Middle and Southern colonies. Have students make a relief map of the 13 English colonies. On an outline map of North America the students can show the British and French claims as they were about 1750. On the same map they could show the extent of the British territory in 1763.	

CONCEPTS	ACTIVITIES	REFERENCES
	Have the student indicate on an outline map of North America the principle military campaigns of the American Revolution. Locate the ten most important battles of the war.	
	On a map of the United States draw the boundary lines that were set by the Treaty of Paris in 1783. Locate the important cities of today that were already settled by 1783. Show the states that existed in 1783 and the area that belonged to Spain at the end of the Revolutionary War.	

II. FEDERALISM AND EXPANDING DEMOCRACY (1783-1840's)

CONCEPTS	ACTIVITIES	REFERENCES
A. Innovations contributed to manufacturing, transportation, and communication industries as economic growth characterized the new nation. (Economic concept)	A. Imagine yourself a farmer in western Massachusetts with a mortgage on your land. You had no "hard money" to pay the interest, and your creditors have hailed you into court. Write a letter to your representative in Boston urging him to work for laws to help you. What kind of laws will you ask for? Draw a cartoon showing the troubles of American merchants after the War for Independence. Prepare an exhibit of early U.S. coins or stamps. Give any interesting details about them that you can. Write a report or give a talk on one or more of the following: a) "The Industrial Revolution in England." What was it? How did it start? What changes did it make in the lives of the workers? What problems did it create? What advantages did it bring? b) "Steamboat Days on the Rivers"	A. Shafer, Chapters 5, 6, 7, 8, 9, 10 Harlow, Chapters 6, 7, 8, 9, 10, 11, 12, 13, 14 Dumond, Chapters 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 MCIED-F: "Bill of Rights" "Constitution of the U.S." "Defining Democracy" "Man Without a Country" "Constitution: The Right to Vote" "Constitution - Whose Interpretation?" "The Real West" FS: Senior High Social Studies Dept. #54 Filmstrip House Series (The Political Pattern, Economic Growth Westward Movement Struggle for Human Rights America and the World Our Cultural Levels) These include years from 1789-1860.

32

II. FEDERALISM AND EXPANDING DEMOCRACY (1783-1840's)

CONCEPTS	ACTIVITIES	REFERENCES
		Transparencies: Senior High Social Studies Dept. 1) American History Series - EAV "U.S. in 1835" "War and Independence in Texas" "Polk's Confederate Empire" "Mexican War" "Territorial Claims in the West, 1850" "Territorial Decrees in the Compromise of 1850" 2) Laidlaw Series GROWTH OF THE NEW NATION (1783-1819) a) U.S. after Treaty of 1783 b) Northwest Territory organized c) Louisiana Purchase made d) Florida bought, Northern boundary settled EXPANSION OF THE NATION (1819-1848) a) U.S. in 1819 b) Texas and Oregon added c) Treaty with Mexico, 1848 d) Early roads to the West

CONCEPTS

ACTIVITIES

REFERENCES

A GREAT CRISIS
a) Missouri Compromise, 1820
3) General Aniline & Film Corp. Series
#690 - War of 1812
#691 - Mexican War

Tapes: Senior High Social Studies Dept.
Washington Tape Series
"Supreme Court of Last Resort"
"Changing Role of the Supreme Court"
"The Speaker of the House"
"The Vice Presidency"
"Electoral College Reform"
"White House Liaison with Congress"

Records: Senior High Social Studies Dept.
#99 - Great American Speeches
#93 - Literature of Revolutionary America
#59 - The Living Constitution of the U.S.
#102 - The Man Without a Country
#34 - Masterpieces of Literature, Vol. II

CONCEPTS	ACTIVITIES	REFERENCES
	(Have a panel show the relation between cotton production and westward expansion and slavery.)	#108 - Supreme Court Cases #194 - Your Living Constitution Riegel, Young America, p. 159 Commager and Nevins, The Heritage of America, Nos. 74, 75, 76 Brooks, The Growth of a Nation, pp. 105+ Davidson, Life in America, Vol. 2, pp. 224+ Angle, The American Reader, pp. 199+
B. Fundamental documents produced nationalism followed by a growing sectional outlook. (Domestic political concept)	B. Make a chart of the compromises in the Constitution. In separate columns give (a) the name or subject of compromise (b) the parties to the dispute (c) the agreement reached Draw a cartoon strip showing the helplessness of Congress under the Articles of Confederation. For a committee: Arrange to reenact a meeting of the Constitutional Convention. Let each member of the class take the part of a delegate.	B. Consult: Farrand, Framing of the Constitution of the U.S. Van Doren, The Great Rehearsal Padover, The Living U.S. Constitution

CONCEPTS	ACTIVITIES	REFERENCES
	Draw a cartoon or write an editorial that might have been used in the struggle over the ratification of the Constitution.	Padover, The Living U.S. Constitution, p. 21 Channing, A History of the U.S., p. 418 Farrand, The Fathers of the Constitution, p. 147
	Make a chart of the various "steps toward union", from the New England Confederation to the Constitution. For each step give: the date, purpose, colonies or states involved, and if possible, some of the leaders.	
	Find out and report on: (a) How many people represent your state in Congress (b) The names of your senators and the representatives from your district (c) How long they have served in Congress (d) The names of committees of which they are members	
	Report on the U.S. Mail Service. Tell about its beginnings in colonial days and how it has developed.	
	Visit a naturalization ceremony at a federal court. Describe it to the class. How do you think the ceremony would have made you feel if you had been an applicant for U.S. citizenship? Describe how a person may become a U.S. citizen.	

CONCEPTS	ACTIVITIES	REFERENCES
	Make a list of five activities of the federal government which are not clearly mentioned in the Constitution. Opposite each, quote the part of the Constitution from which our government gets its implied power to carry out the activity.	
	The Bill of Rights we are studying is a group of guarantees given us by our federal government. Look up the bill of rights in your state constitution. What similarities do you find?	
	Report to the class on a session of Congress you may have attended, or a visit to the White House, the National Capitol, or the Supreme Court Building.	
	Clip from one daily newspaper all the items where there are references to activities of the federal government. Mount them and underline the references. Opposite each clipping tell whether the right of the federal government to engage in the activity described is actually enumerated in the Constitution, or is an implied power.	
	Dramatize a Congressional Committee discussing a new tariff bill. Make sure that the North, South, and West are all represented.	
	Imagine that you were in Washington, D.C. in March of 1829. Write a letter describing the inauguration of Jackson.	Angle, The American Reader "Old Hickory Take Over", p. 210 Van Deusen, The Jacksonian Era, p. 30 Ogg, The Reign of Andrew Jackson, pp. 119-124

CONCEPTS	ACTIVITIES	REFERENCES
	"Tippecanoe and Tyler, too" was a campaign slogan of 1840. Start a collection of such slogans and add to it as you learn about the various elections. Read any three of the following selections from Commager and Nevins, The Heritage of America; then write two or three sentences about each, telling the impression it left with you.	Commager, The Heritage of America "Andrew Jackson is Inaugurated President" (#134) "Liberty and Union" (#135) "Tippecanoe and Tyler, Too" (# 136) "Mr. Webster Kills Seventeen Roman Proconsuls" (#137) "John Quincy Adams is No More" (#138)
C. National self-assertion highlighted differences in international aspirations and produced conflicts. (Foreign political concept)	C. A committee could dramatize the Cabinet meeting in which John Quincy Adams argued that we should issue the Monroe Doctrine ourselves. Write a newspaper account of Andrew Jackson's raid on Florida. Make a two-column chart showing in the first column European threats to American shipping from 1803 to 1812, and in the second column steps taken by the U.S. to combat them. Make a list of five or six of the War Hawks, giving the section of the country from which each came. Explain what they wanted.	C. Butterfield, The American Past, p. 52 Encylopedia of American History

CONCEPTS	ACTIVITIES	REFERENCES
	What relation did their demands have to each area represented? A debate could be held on: Resolved, that the U.S. should have gone to war with France instead of Great Britain in 1812.	Bailey, A Diplomatic History of the American People, pp. 136-145
D. "Spiritual" activity heightened as Utopian societies were formed, religious movements proliferated, and slavery was challenged. (Sociological concept)	D. Write a report or give an oral report on Brigham Young. Contrast in a discussion the basic differences between Charles Fourier's Brook Farm, Mass., and Robert Owen's New Harmony, Indiana. Have a student attempt to secure research on a question such as "How did the missionaries to the Oregon Country contribute to securing that area for the nation?" Short oral report could be given on one or both of the following: the story of the Oregon Trail or the Mormon Trek. The Donner Party serves as an additional interesting topic. A student might make a bar graph showing the growth of population on each section from 1790-1850. Both the white and Negro populations should be shown. Prepare a special report on one of the cooperative or communal societies such as Shaker communities at Mt. Lebanon, N. Y., Shakertown, Ky.	D. Alice Felt Tyler, Freedom's Ferment

CONCEPTS	ACTIVITIES	REFERENCES
E. Art and literature reflected an increasing spirit of national self-awareness. (Sociological concept)	E. Either in class or given to an able student, one or several students could note the similarities and differences between current American literature and that of a hundred years ago. One could use specific examples, for example, the novels of Cooper and the poetry of James Russell Lowell and Stephen Vincent Benet. Read a selection from a major work of one of the following: Irving, Cooper, Bryant, Melville, Emerson, and Thoreau. Did the chosen selections reflect in any way the period in which they were written? If so, how? Did the selections show in any way what kind of man the author was? If so, how? Does the music of Stephen Foster reflect in any way the period in which he lived? If so, how? Pick out whom you think as the outstanding author, painter, sculptor, architect, composer, or actor of the period. Justify and give a brief biographical sketch of your choice. Have a student ascertain why the public library is distinctively an American institution. Describe as fully as possible what is meant by the "march of the American mind" in this period.	

CONCEPTS	ACTIVITIES	REFERENCES
F. Large and diverse masses were secured and initial attempts were made to survey and exploit them. (Geographical concept)	F. Have each student make a map of the Western Hemisphere showing the area included in the Monroe Doctrine. Have students make a map of the U.S. showing the approximate boundaries between the sections. It could include the main agricultural and industrial products of each section. On a chart, summarize the domestic and foreign problems that westward expansion created for the U.S. List the territories the U. S. acquired, the problems these acquisitions brought, and how these problems were solved. The students could make a map indicating the position of the frontier from 1650 to 1880. Suppose that you were going to move from northern New York to southern Wisconsin in 1840. What topographical differences would you have to adjust to? Suppose you are an agent for an Oregon immigration society. Present five reasons why settlers should go to Oregon. Indicate on a map of the U.S. the chief industrial cities in 1850. In which sections of the country were they located? On an outline map of the U.S. show the principal industries and products of the various regions of the country in 1840.	

CONCEPTS	ACTIVITIES	REFERENCES
	Prior to 1850 it was customary to admit states to the Union in pairs, one slave and one free. On an outline map indicate this fact by marking each pair with a different shading or color.	
	A student could play detective in investigating and report on the lost state of Franklin. Where was it? What land forms would its boundaries encompass? What happened to it?	
	Have a student make a report on new settlements in the Midwest.	F. Commager & Nevins, "New Settlements in the Midwest", Nos. 65-68 Ogg, "The Old Northwest", Chapter 6

III. CIVIL WAR AND RECONSTRUCTION (1850's-1870's)

CONCEPTS	ACTIVITIES	REFERENCES
A. Economic divergency North and South was basic to the civil conflict; defeat brought southern economic dislocation. (Economic concept)	A. Have a student report on the difference between a paper blockade and an effective blockade. Have a student make a chart or graph comparing the numbers of military personnel, populations, miles of railroads, industries, and ships. Have each student write a short research paper on this question of economic effect of the war on the South. They should include the effects on agriculture, industry, slave and white labor, the plantation system, etc. A chart comparing the losses and the cost of the war of the North and South could be presented to the class. Give a report on one of the industries that has become important in the South since the reconstruction period. Write an advertisement for a business magazine of the late 1800's urging northern textile manufacturers to move South. Point out the advantages which the South can offer. Report on new methods of agriculture that have appeared during the last hundred years. Are more or fewer people employed on the farms? Where and how are the products marketed? How do today's prices compare with those of the 1890's, for example?	A. Shafer, Chapters 11, 12, 13, 14, 15 Harlow, Chapters 14, 15, 16, 17, 18 Dumond, Chapters 16, 17, 18, 19, 20 MCIED-F: "Background of Civil War" "Civil War: Background and Its Causes" "True Story of the Civil War" FS: Senior High Social Studies Dept. Encyclopedia Britannica Series a) Causes of the Civil War b) Sherman's March to the Sea c) Road to Appomattox d) From Bull Run to Antietam e) Civil War at Sea f) From Shiloh to Vicksburg g) Gettysburg h) Reconstruction Period McGraw-Hill Series a) Civil War & Reconstruction

III. CIVIL WAR AND RECONSTRUCTION (1850's-1870's)

CONCEPTS	ACTIVITIES	REFERENCES
		Transparencies: Senior High Social Studies Dept. A GREAT CRISIS a) Compromise of 1850 b) Kansas-Nebraska Act, 1854 c) Battles of the Civil War General Aniline & Film Corp. Series: #692 - Civil War (Facts about the North and South) #693 - Civil War (1861-1865 Battles, etc.) Records: Senior High Social Studies Dept. #169 - American History in Sound #35 - American Song Album #127 - The Confederacy #142 - A Lincoln Portrait by Aaron Copland #99 - Great American Speeches #34 - Masterpieces of Literature, Vol. II #141 - Songs of the North & South #108 - Supreme Court Cases #109 - The True Story of the Civil War #123 - The Union

III. CIVIL WAR AND RECONSTRUCTION (1850's-1870's)

CONCEPTS	ACTIVITIES	REFERENCES
	Suppose you were living in 1870 and had some money to invest. Write a letter to a friend urging that he join you and three other persons in organizing a national bank.	
	Write an essay on "Changes in the Labor System of the South".	
	Make a collection of pictures showing the improvement in water transportation since 1830.	
	Suppose you were a plantation owner returning to your home in 1865. Locate your plantation definitely and write a letter to a relative describing its condition and the difficulties you encountered in resuming operations.	
(Subconcept) 1. Western mineral resources and industries produced wealth which, in turn, provided capital for economic growth. (Economic concept)	Hold a panel discussion on the question, "Could slavery have been profitable in Nebraska Territory?"	
	Prepare a speech which you might have given at a celebration of the completion of the first transcontinental telegraph line.	
	Draw a cartoon showing the growing economic importance, after the Civil War, of the region west of the Mississippi.	
2. Adherents to the states' rights philosophy challenged federal supremacy in the nation and its territories. (Domestic political concept)	Have a student give a floor talk comparing the refusal of many Northerners to comply with the court's decision on the Dred Scott case with that of the South in its refusal to comply with the integration decision.	

CONCEPTS	ACTIVITIES	REFERENCES
	Debate: Resolved, that the war between the states was inevitable.	
	A student could make a chart comparing the political parties, candidates, issues, and results in the election of 1860.	
	Either the teacher or a student should read aloud to the class excerpts from the Lincoln-Douglas Debates and extract ideas being stated.	
	Have individual students study in detail one important battle of the war and describe with blackboard diagrams or overlays, the tactics involved.	
	Draw a time line to represent the four years of the war, 1861-1865. Put the most important events in the right place. Include events that were military as well as non-military.	
	A student could give a short oral report on the Monitor and the Merrimac and the battle between them.	
	A student might draw cartoons illustrating the points of view on the Trent Affair of England, Lincoln, and the North.	
	Have student extract from Lincoln's speech and writings his ideas on slavery and on the preservation of the Union.	
	Have a student read an account of Sherman's march through Georgia.	
	An account of the assassination of Lincoln	

CONCEPTS	ACTIVITIES	REFERENCES
	should be presented to the class by the teacher or a student.	
B. Opposing Reconstruction plans created problems that challenged the nation. (Domestic political concept)	B. Arrange a debate or discussion on the relative merits of the Lincoln and Congressional Plans of Reconstruction. Have some students dramatize the impeachment proceedings directed against Andrew Johnson. Be sure both sides are given. Have a student investigate the effect the "Solid South" has had upon presidential elections since 1876. For a committee: Arrange a panel discussion or debate on one of the following: (a) Resolved: That the southern states should have been allowed to work out their own post-war problems. (b) Resolved: That Congress should have accepted Lincoln's plan for reconstruction. Write a newspaper account of the attempt to remove President Johnson from office.	
C. International contacts - other than in Europe - opened up trading opportunities and the acquisition of territories. (Foreign political concept)	C. Suppose you had been a newspaper correspondent with Perry on his first expedition to Japan. Write a dispatch to your editor telling of the commodore's interview with the representative of the emperor. Have one student assume the role of a Russian official and another the role of Secretary of State Seward as they bargain over the sale and purchase of Alaska. Make a report on the background of events leading to the Gadsden Purchase.	

CONCEPTS	ACTIVITIES	REFERENCES
	Draw a political cartoon illustrating American displeasure with France's attempt to establish Maxmillian as its Emperor.	
D. The contributory factor to the Civil War - slavery (racial inequality) - was not resolved as a result of that conflict. (Sociological concept)	D. A student could take a survey of the class to find out how many would have abided by the Fugitive Slave Law if they had lived in the 1850's. In a round table discussion, have the students present both the pro-slavery feelings of Southerners and the anti-slavery feelings of the Northerners. Be sure they bring in all aspects of the slavery issue. Have a student read about the abolitionists and report his findings to the class. Have a committee investigate and report to the class the reactions of Northerners and Southerners to John Brown's raid and give their opinions as to whether John Brown was a crusader or a criminal. Have a short oral report on English attitudes toward the North and South. A floor talk could be given on the effect the Emancipation Proclamation had on our domestic way of life. A committee could make a list of songs and poems written during the war and report to the class the circumstances which produced each one of them.	

CONCEPTS	ACTIVITIES	REFERENCES
	Each student should read, analyze, and perhaps memorize the Gettysburg Address.	
	Pictures can be drawn of the uniforms worn by soldiers of the Civil War, as well as weapons, camping grounds, ships, etc.	
	Have each student write a one-page paper on the general, either Northern or Southern, he feels possessed the greatest military genius.	
	Short biographical sketches could be written and presented on outstanding personalities of this period.	
	Have a short oral report on the merits of the Freedmen's Bureau.	
	A student might write a letter that an ex-plantation owner would have written during the period of the military government.	
	Have reports on the Ku Klux Klan "Carpetbaggers", and "Scalawags".	
	A two-column chart can be made showing: (1) the various ways in which Southern whites attempted to keep Negroes in an inferior position after the Civil War. (2) the progress made in recent years to correct this situation.	
	If any student has lived or travelled in the South, have him tell the class his reaction to Southern life.	

ERIC

CONCEPTS	ACTIVITIES	REFERENCES
(Subconcept) 1. Widespread dishonest practices were revealed in governments following the war. (Sociological concept)	Have students do oral or written reports on such subjects as the Credit Mobilier, Gould's attempt to corner the gold market, and Secretary of War W. W. Belknap's illegal profits. A committee could investigate the dishonest practices of such political organizations as Tammany Hall in New York and other American cities as well as some state governments.	
E. Transportation and communication advancements served to draw the populated East and West closer together and opened the "virgin" areas of diverse forms to varying degrees of exploitation and settlement. (Geographical concept)	E. List the states and territories which existed in 1870. Show the amount of land granted by the federal government directly to the railroads in decade following 1861. Draw a bar representing the land's area and place beside that bar another representing the area of your own state. Have a panel discussion on the question, "Should straits and canals of great strategic importance be under international control?" Have a student make a chart listing those states that were free and those that were slave before the Compromise of 1850. The chart should be broken into three categories: (1) the original 13 states (2) the states admitted before the Missouri Compromise (3) the states admitted from 1820-1848	

CONCEPTS	ACTIVITIES	REFERENCES
	To see exactly how the states were divided in 1861, have each student place on a map of the U.S. the slave states that seceded before April 14, 1861, those that seceded after April 14, 1861, and the slave states that did not leave the Union.	

IV. RISE OF INDUSTRIALIZATION AND BIG BUSINESS (1870's-1890's)

CONCEPTS	ACTIVITIES	REFERENCES
A. As business consolidated and sought new markets, it was challenged by a more militant labor movement. (Economic concept)	A. On a map of the U.S. students can indicate the railway systems of the west and the important towns that grew up along their routes. The teacher or student could read or report, respectively, on an account of the completion of the Union Pacific Railroad. A student could report on the early railroads of Oregon and the men who were instrumental in building them. On the basis of a survey made by each student of the small businesses in his neighborhood, a committee might draw up a chart showing types of businesses, number of employees, and services offered. The teacher may lecture on the types of small and big businesses in our economic system. Have a committee report on such battles as railroad strikes of 1877, the Haymarket Riot, the Pullman Strike, the Homestead Strike. A panel could discuss the weapons used by labor and management in their struggles. Outside guest speakers from labor and management could speak to the class on some specific problems. Find out what public utilities are owned by your city or state and what controls, if any, the government has over privately owned utilities.	A. Shafer, Chapters 16, 17, 18, 20, 21 Harlow, Chapters 19, 20, 21, 22, 23, 26, 27 Dumond, Chapters 21, 22, 23, 24, 25 MCIED-F "Immigration in American History" "Saga of Western Man: 1898" "Rise of Organized Labor" "Immigration" "Thomas Edison" FS: Senior High Social Studies Dept. McGraw-Hill Series a) "Agricultural Revolution" b) "Emergence of Industrial America" c) "U.S. Becomes A World Power" d) "Party Politics" e) "Problems of the Postwar Period" f) "Social and Cultural Development" (These include the years 1860-1900.)

IV. RISE OF INDUSTRIALIZATION AND BIG BUSINESS (1870's-1890's)

CONCEPTS	ACTIVITIES	REFERENCES
	Prepare a detailed report on one of the great monopolies described in this chapter.	Transparencies: Senior High Social Studies Dept. #694 -"U.S. and Possessions"
	By using newspapers and local histories and by talking to older people in the community, find out when the first electric light, the first telephone, the first automobile, and the first filling station came to your community.	Records: Senior High Social Studies Dept. #127 - "Documents of America" (Cross of Gold Speech) #99 - "Great American Speeches"
	In parallel columns list the advantages and disadvantages to the consumer of monopolistic production.	
	Debate: Resolved, that public utilities should be owned and operated by the government."	
	Contrast the labor policies of Gompers with those of George Meany and Walter Reuther.	
	Debate: Resolved, that the U.S. should abolish protective tariffs."	
	Make a series of bar charts or pictographs showing the growth of the following between 1859 and 1899: the steel industry, the textile industry, the meat-packing industry.	Bogart and Kemmerer, Economic History of the American People
	Prepare a report on one of the tycoons of the nineteenth century or one of our great industries such as steel, oil, or the railroads, as developed by Carnegie, Rockefeller, or Vanderbilt.	Holbrook, The Age of the Moguls Allen, The Big Change
	Make a chart of the four great strike episodes of this period under the headings:	

CONCEPTS	ACTIVITIES	REFERENCES
	date, place, causes, whether there was violence, how ended, effect on public opinion. List the conclusions you draw from your comparison of the facts under each heading.	
(Subconcept) 1. The money question generated various suggestions and programs. (Economic concept)	The teacher could lecture or a student could report on the role of money in our economy. Such things as the nature and origin of money, the functions of money could be presented. Dramatize a TV press interview with Cleveland, after he had borrowed gold from J. P. Morgan, or, after the Democratic national convention of 1896. Make a list of the different kinds of U.S. dollars in circulation in 1893. After each kind of paper dollar, indicate the date when it was made legal and the reason.	
B. Failing to effect reform of the dominant political philosophy. (Domestic political concept)	B. Debate: Resolved, that the injunction used in the Pullman strike was un-American. Resolved, that the trial of the Haymarket anarchists was a violation of civil liberties. Panel Discussion: "Political parties need, and ought to have control of patronage." Let each member of the panel represent a particular viewpoint of the 1880's: a supporter of Hayes; a follower of Roscoe Conkling; a member of the Civil Service Reform League; an office holder; an average citizen.	B. Orth, <u>The Boss and the Machine</u>, Chapters 2, 5

IV. RISE OF INDUSTRIALIZATION AND BIG BUSINESS (1870's-1890's)

CONCEPTS	ACTIVITIES	REFERENCES
	Imagine yourself a member of the Democratic Convention of 1896. Write a letter to a friend, telling about William Jennings Bryan and his "Cross of Gold" speech. Write an editorial, such as might have appeared in a conservative Republican newspaper soon after McKinley's assassination, praising McKinley. Find out why the first federal income tax law was declared unconstitutional.	
(Subconcept) 1. United States experiences a growing imperialistic impulse. (Foreign political concept)	1. Consult a newspaper file to obtain a vivid impression of the intense feelings of the U.S. over the Cuban situation in 1898. Prepare an outline or summary of the history of the Hawaiian Islands. Draw a cartoon showing the U.S. expanding overseas in 1898.	
C. Urbanization, accelerated by a changing immigration, brought benefits, i.e., increased educational opportunities, and problems. (Sociological concept)	C. A student could take one of the major nations which furnished immigrants and determine conditions which contributed to the large numbers of people leaving that country. Have a student do research on where the majority of immigrants came from, and in what regions they settled. In class discussion, a comparison could be made of the life of the farmer before 1890 and his life since then. A short oral report could be given on the history of cooperatives in the U.S.	

CONCEPTS	ACTIVITIES	REFERENCES
	Students could draw pictures, illustrating the fashions in clothing and furniture, during the latter part of the 19th century. By use of a chart, a student could list the problems, both social and technical, that developed as cities grew larger. Debate: Resolve that crime is the inevitable accompaniment of big industrial cities.	
D. Concurrent with the disappearance of the frontier was the accelerated utilization of natural resources. (Geographical concept)	D. Students might make a pictorial map of the West. On a map of the U.S., the major national parks and important dams and rivers can be shown. A guest speaker on conservation could be employed to talk to one or more classes. (Use a tape recorder to be played for classes unable to hear speaker's original statements.) On a map of the world, a student could indicate the possessions of the U.S. obtained during this period with dates of acquisition. The teacher could lecture on the background of Spanish rule in Cuba. In this lecture, stress should be placed upon American sentiment relative to Cuba's annexation. An informal discussion could be conducted on the statement that the U.S. went against tradition in acquiring island possessions.	

CONCEPTS	ACTIVITIES	REFERENCES
A. Big Business flourished, competed for markets, and resisted governmental attempts to regulate it. (Economic concept)	A. Write an article for a magazine to appear in the issue for January of 1914, explaining how the Federal Reserve system will work and why it is an improvement over the system set up by the National Banking Act of 1863.	A. Schafer, Chapters 19, 22 Harlow, Chapters 24, 25, 28 Dumond, Chapters, 26, 27, 28, 29, 30
	As the owner of Florida or California land in 1915, draw up a prospectus designed to attract Northern and Eastern buyers. Emphasize the advantages of climate, fertility, fruit growing, profits from tourists, and the rising value of land.	MCIED-F: "Background of World War I" "Documentary of World War I" "The Times of Teddy Roosevelt" "Panama Canal" "The Innocent Years" "Woodrow Wilson: Spokesman for Tomorrow" "The Ordeal of Woodrow Wilson" "Federal Reserve System"
	Report on the lumbering or fishing industry of the Pacific Coast.	
	Debate: Resolved, that the principal source of government income should be a graduated income tax.	Tapes: Senior High Social Studies Dept. "American Painting, 1760-1910"
	Make a list of the serious depressions in American history, including any after 1920 as well, and tell what party was in power when each began. Note whether or not the party lost power in the next election.	
	In parallel columns list methods used by laborers to obtain their demands and methods used by employers to resist their demands. Be sure you can explain each method.	Records: Senior High Social Studies Dept. #121 - "Documents of America"
	Report on the influence of J. P. Morgan on American business. Be sure to refer to-	Commager, Documents, Pujo Report, pp. 258-262

CONCEPTS	ACTIVITIES	REFERENCES
B. Increased "progressive" demands were reflected in some changes in election processes and in the regulation of some business procedures. (Domestic political concept)	B. Make a chart of the following: "Six reforms that were adopted by many states during this period." After each, tell what advantages were claimed for it. Imagine yourself active in the woman suffrage movement in your community around the early 1900's. Write a letter to the editor of your local paper arguing for the right to vote. For a committee: Let each member write a "Letter to the Editor" about Roosevelt's attacks on the trusts. One should be by a strong supporter of the President; another by a member of the Northern Securities firm; another by a Socialist leader. Write an account of important third parties in the U.S. Tell why they were organized, who their leaders were, and what they accomplished. State your conclusions on the value of third parties in this country. Make a list of the changes which were urged by the National Progressive League. After each, explain why the Progressives thought it was needed. Try to find out which have since become law. Write a newspaper account of the Progressive Party convention in August of 1912. Do your state and local governments utilize the initiative? Referendum? Recall? Nonpartisan ballot?	B. Howland, Theodore Roosevelt and His Times, pp. 223

CONCEPTS	ACTIVITIES	REFERENCES
	Did your state provide for woman suffrage before 1920? If so, did it provide that women should have equal voting privileges with men?	
	Prepare a plea for Taft, in which you argue that he was as progressive as he could have been without losing prestige in his party.	
	For a committee: Arrange a panel discussion on "The Direct Primary versus the Convention Method of Nominating Candidates for Public Office".	Consult Readers Guide to Periodical Literature; encyclopedias, and some of the more detailed texts on American government, such as Bruce, American National Government, p. 262
(Subconcept) 1. In challenging European imperialism, limitations were placed on American democratic processes. (Political concept)	1. Draw a "tree chart" showing the causes of the outbreak of war in Europe in 1914. What would the roots represent? The branches?	
	Tell the class about the sinking of the Lusitania and the reaction it caused in this country.	Bailey, A Diplomatic History of the American People, pp. 577-580 Millis, The Road to War American Heritage, June, 1955, A Liner, a U-Boat, and History
	Debate or present with a panel: (a) Resolved, that Germany was no more guilty of starting World War I than other nations. (b) Resolved, that the government should not restrict freedom of speech in wartime.	

CONCEPTS	ACTIVITIES	REFERENCES
	(c) Resolved, that the U.S. won the war for the Allies. (d) That both the Allies and Germans should have accepted Wilson's proposal in January, 1917, for "peace without victory".	
	Write an editorial for a Texas or California newspaper about the Zimmerman Note. (Until the publication of this note, many Mid-Western papers were absolutely opposed to war with Germany.)	Commager, Documents of American History (translation of the Zimmerman Note)
	The teacher should lecture on the circumstances in Europe that led to the outbreak of hostilities in 1914.	
	A committee could investigate the problems that neutrality presented to the U.S. and how they were met.	
	Debate: Resolved, that the U.S. had as much reason to declare war on Britain as it did on Germany.	
	A student could investigate the importance of the airplane in World War I.	
	Teacher could lecture on the European problems and attitude that made it particularly difficult to write a treaty to end the war.	
	A mock peace conference could be held in which students representing the big four and other Allied nations could draw up a peace settlement similiar to the Versailles Treaty. Topics such as (1) territorial boundaries of Germany, (2) Alsace-Lorraine and the Rhine boundary, (3) the disarmament of Germany and (4) war guilt should be discussed.	

CONCEPTS	ACTIVITIES	REFERENCES
C. The needs of the economic disadvantages, aggravated by an expanded immigration, were eased to some degree by employment stimulated by the war. (Sociological concept)	C. A graph could be drawn showing the human losses of the nations engaged in World War I. Students could report on one of the following activities on the home front: (1) planting of Victory Gardens, (2) sale of Liberty Bonds, (3) the observation of "meatless" and "porkless" days, (4) the saving of peach stones. A report could be given on the lives of German families who lived in the U.S. during the war. Biographical sketches could be written on David Lloyd George, Georges Clemenceau, and Vittorio Orlando. Write an editorial for a 1903 newspaper based on the Wright brothers' flight at Kitty Hawk. Some of the class may want to prophesy a great future for aviation and others may describe it as a curiosity with no practical future. A line graph showing immigration to the U.S. during the quarter century before 1920 could be constructed on the board or by a group of students individually. Debate: Resolved, that the U.S. should return to the policy of admitting a large number of immigrants. Give a detailed account of the steps by which an immigrant secures a permit or visa and finally arrives in this country.	

CONCEPTS	ACTIVITIES	REFERENCES
	Make a study of the race distribution in your own state. What fraction of the population is Negro? Is Negro population increasing or decreasing? Where is it concentrated? Are there evidences of racial discrimination?	
	By reference to newspaper accounts, and by interviewing older persons, obtain examples of activities directed against those suspected of German sympathies in World War I.	
	Make a chart showing five ways in which the Theodore Roosevelt administration tried to protect the public welfare. In each case describe the steps which were taken.	
	Tell the class about some of the leaders of the movement for more rights for women: Lucy Stone, Lucretia Mott, Frances E. Willard, Anna Howard Shaw, Carrie Chapman Catt, or others.	C. Holbrook, Dreamers of the American Dream, pp. 167-225
	Give a talk on "Teddy Roosevelt and His Family".	Looker, The White House Gang; and Theodore Roosevelt's, Letters to His Children
	Dramatize the meeting between Roosevelt and Pinchot overseas. Bring out both Roosevelt's experiences as a big game hunter and Pinchot's revelation of Taft's failures.	
	Write the story of "The Victory over Yellow Fever". Tell about the work of Walter Reed and other medical researchers in the fight against yellow fever.	Sullivan, Turn of the Century, Chapter 17

CONCEPTS	ACTIVITIES	REFERENCES
	Read to the class John McCrae's poem "In Flanders Fields" and some of the poems written in response to it, such as John Mitchell's "Reply to 'In Flanders Fields'"; J. A. Armstrong's "Another Reply to 'In Flanders Fields'"; and "America's Answer" by R. W. Lilliard. Obtain a record program of songs that were popular in World War I, such as "Over There", "There's a Long, Long Trail", and "Keep the Home Fires Burning".	Felleman, Best Loved Poems of the American People
D. First decade-twentieth century conservation practices were abandoned for the accelerated demands of wartime. (Geographical concept)	D. For a committee: Arrange a bulletin board around the theme of the need for conservation. The "Department of Conservation" in your own state may be able to give you some good ideas and perhaps materials. The public library may also have useful pamphlets. Make a report on "The Conservation Movement in the U.S.". Discuss the need for it at the turn of the century; the part of Theodore Roosevelt in arousing public interest, the work of later presidents; the status of the movement today. Assume you are a soldier stationed in the Canal Zone while the canal is being dug. Write a letter home telling about the problems of disease and geography and the work of Gorgas and Goethals. On an outline map of the U.S., locate the principal coal, oil, and timber-producing regions and the principal water power projects. Take a field trip to one of the Columbia River dams.	

CONCEPTS	ACTIVITIES	REFERENCES
	Students might draw a map of Europe in 1914, noting the difference between that map and a present-day map of Europe, in regard to countries that have disappeared, new countries, and countries greatly changed in size.	

CONCEPTS	ACTIVITIES	REFERENCES
A. A creditor nation as a result of trade and loans to the Allies, this nation entered the twenties riding a crest of economic wealth only to be plunged later into an abysmal trough of depression. (Economic concept)	A. Compile a list of American companies with manufacturing plants in other countries and describe how the foreign plants operate. There have been several movements to get Americans to buy only American-made products. Hold a round table discussion on the wisdom of the "Buy American" philosophy. Conduct a round table discussion of the organization and beliefs of the A. F. of L. and C. I. O. As a topic for a research paper, have the students discuss the factors related to industrialism, population, free land, and foreign relations that made the depression of the 30's so much worse than any other the country had experienced prior to this time. Have a committee read and report on the plight of the farmers, bringing out such things as the theory of supply and demand, competitive market vs. monopolistic market, reasons for difficulties after World War I, and the activities of the farm bloc. Have a student give a talk on the stock market crash of 1929. The teacher might lecture on the causes of the crash, explaining how the stock market operates. A report could be given concerning the effect of the depression on other countries in the world.	A. Shafer, Chapters 23, 24, 25 Harlow, Chapters 29, 30, 31, 32 Dumond, Chapters 31, 32, 33, 34, 35 MCIED-F: "Banking Holiday of 1933" "Life in the Thirties" "Early Twentieth Century America, 1920-1930" "Decision" "Adolph Hitler; Rise to Power" "'29 Boom and '30 Bust" "The Jazz Age" "Building the Peace" Transparencies: Senior High Social Studies Dept. Encyclopedia Britannica Series #7 - What Caused Rise of Hitler? Records: Senior High Social Studies Dept. #42 - "Cavalcade of U.S. Presidents, 1901-1940" #127 -"Documents of America" (Rugged Individualism by Herbert Hoover) #97 -"I Can Hear It Now" (1919-1932) #177 - "Will Rogers" #108 - "Supreme Court Cases"

CONCEPTS	ACTIVITIES	REFERENCES
	A panel discussion could be held on the topic "The Federal Government has a direct responsibility for the welfare of the individual in time of national crisis". Questions which the panel should answer are such as these: Was the New Deal in keeping with the traditional role of our constitutional government? Should the federal government "make jobs" for the unemployed during times of depression?	
	Have a student investigate and report on acts passed by Congress to aid the farmers.	
	Have students write a short paper on one of the following aspects of farm life: (1) migratory labor, (2) share cropping, (3) co-operative, (4) 4-H Clubs, (5) scientific farming.	
	Have a panel compare the strength and position of labor unions before and after the New Deal.	
	Debate: Resolved, that the farmers themselves were to blame for their troubles in the 1920's.	
	Organize a bulletin board display around the theme "Boom and Bust". The chairman might ask each member to prepare pictures, cartoons, or symbols - with careful labeling - showing one situation as it helped first to create the boom and then as it led to the "bust".	
	If members of your family are employed in business or industry, make a list of various employee benefits which are provided.	

CONCEPTS	ACTIVITIES	REFERENCES
	If possible, find out which were won by direct union negotiation and which have been voluntarily provided by management.	
	Imagine you are a wheat farmer in the Northwest in 1928. Write a letter to a cousin in New York City describing conditions and telling what you think the federal government ought to do to help remedy the situation.	
	Imagine you are a clerk or stenographer in a broker's office on Wall Street in October, 1929. Write a diary describing, in detail, the events and excitement around you.	Allen, Only Yesterday, p. 326
	Imagine yourself a farmer in the Tennesee Valley. Write an article or letter, about the TVA, telling how it has changed your life.	Tunis, Son of the Valley
	Have a student give a report on "Frances Perkins, First Woman Cabinet Member."	Bolton, Lives of Girls Who Became Famous Perkins, The Roosevelt I Knew
(Subconcept) 1. To meet the varied needs of the times, the nation's fiscal and monetary practices were manipulated.	1. Investigate and report on the agencies established under Hoover to deal with the depression. What was the purpose of each? How effective was each?	
	Interview a local banker about the value of the Federal Deposit Insurance Corporation, the Securities Act, and the Securities Exchange Act. Find out how these affect you and your community.	

CONCEPTS	ACTIVITIES	REFERENCES
	Explain the terms of the present federal income tax law. What changes would you suggest? Find out the principal sources from which your state government derives its income. Do the same for the national government. Report on the power of the Federal Reserve Board to check inflation.	
B. Crisis demanded a greatly increased federal government involvement in the total affairs of the nation. (Domestic political concept)	B. Debate: Resolved: That the Supreme Court should not have the authority to set aside acts of Congress. Make a list of winning campaign slogans in American history. Were they meaningful or only catch phrases? Report on the organization and procedure of a party convention. Read a recent party platform and explain how various clauses may be interpreted in several ways. Why do the major parties customarily seek to straddle controversial issues? List the President of the U.S. from Harding to Roosevelt on a chart. List the most important events which occurred during each administration under the parallel headings (both domestic and foreign affairs). Have students draw up a chart headed "The New Deal". List the agencies of the New Deal. Give a brief explanation of the purpose of each and what each accomplished. A panel could compare the progressive administration of Theodore Roosevelt and Franklin Roosevelt and Woodrow Wilson and tell the	

CONCEPTS	ACTIVITIES	REFERENCES
	achievements of each.	
	Have a student report in detail the fight between Roosevelt and the Supreme Court.	
	It has been said that Roosevelt's New Deal is similiar to that of the Soviet Union's Five-Year Plan. Have the top students in the class compare the two and see if there is any comparison.	
	Have a student give an oral report on the "Good Neighbor Policy" and the effect it had on relations between the U.S. and Latin America during the 1930's.	
	Write an imaginary letter to your senator urging him to vote in favor of the League of Nations or the World Court.	
	Give a talk on "Sun Yat-sen, China's George Washington."	B. Payne and Chen, Sun Yat-sen
	Write a newspaper editorial condemning or praising the Treaty of Versailles.	
	"An exercise in hindsight"-- Read at least two accounts of Wilson's relations with the U.S. Senate from 1918 to 1920. On the basis of your reading, discuss the question: "How might Wilson have reduced Republican opposition to the Treaty of Versailles?"	Bailey, A Diplomatic History of the American People, Chapters 40, 41 Bailey, A Diplomatic History of the American People, Chapter 34
	Write a newspaper article describing events of March 4, 1933.	Schlesinger, The Crisis of the Old Order, pp. 1-8
	Draw a cartoon of one of the following: (1) Roosevelt's attempt to "pack" the Supreme Court, (2) the way Henry Wallace's "ever normal granary" was supposed to work,	

CONCEPTS	ACTIVITIES	REFERENCES
	(3) the first AAA, (4) The Social Security Act.	
(Subconcept) 1. Seeking to return to the "good old times", the U.S. was attracted toward isolation and arms limitation. (Foreign political concept)	1. Debate: Resolved, that the U.S. should have joined the League of Nations. A diagram should be placed on the board by the teacher or student showing the organization of the League of Nations. Have a committee investigate the life of Senator Henry Cabot Lodge. They should pay close attention to why he opposed the Treaty of Versailles, why he was so bitter toward Wilson, and to what extent he was responsible for the defeat of the League in this country.	
C. Societal patterns reflected extremes of gaiety and desperation, affluence and privation. (Sociological concept)	C. A comparison could be made between the attitudes and actions of the American people after World War I and World War II. This could be done in a research paper or by a panel discussion. An open class discussion could compare the conservative movement of the 20's with the conservative movement of today. Have a student make a bar graph showing the number of persons who immigrated to the U.S. from 1860 to 1960. Have two students investigate and report some important medical advances that were made during the 20's and 30's. Have a student give a talk on the effect of Prohibition on the country in the 1920's.	

CONCEPTS	ACTIVITIES	REFERENCES
	Have a panel discuss some of the leading novelists of the period from 1865 to 1930, and tell about what they wrote.	
	Have a student show illustrations of clothing and fads by use of pictures and cartoons.	
	Have a student investigate and report the scandals of Harding's administration.	
	Have a committee read and report on some of the more notable criminals of the 1920-1930 era.	
	A research paper could be written on the formation of the FBI and some of its early problems.	
	Debate: Resolved, that Herbert Hoover did more for the country before he became President than he did while in office.	
	Have each student interview an elderly person in the community to find out how the depression affected his life.	
	Have a short oral report on the Civilian Conservation Corp. (CCC)	
D. In the thirties, conservation of natural resources once again received the attention of responsible persons. (Geographical concept)	D. Have a committee make a report on the various conservation measures of the New Deal period in the following: TVA, CCC, Second AAA, etc.	
	Have an investigative team find if there were any national reserve areas set aside during the 1930's. If so, where and to what extent?	

VI. TWENTIETH CENTURY (FROM PROSPERITY TO DEPRESSION, 1920's-1930's)

CONCEPTS	ACTIVITIES	REFERENCES
	Have a committee report on how the federal conservation program specifically altered the geography of your county or state.	

VII. TWENTIETH CENTURY (1940's to the Present)

CONCEPTS	ACTIVITIES	REFERENCES
A. Growing costs of government programs reflected a whole economic and military involvement. (Economic concept)	A. By maps, drawings, pictures, and charts, make a notebook describing the military organization, uniforms, weapons, training camps, women in the service, U.S.O., Stage Door Canteen, and the Red Cross. What evidence can you cite that production won the war? Compare America's readiness for war in 1917 and 1941. With class members, have a debate on this topic: Resolved: All electric power should be under private control. Present a report on the use of gold in international trade. Make a graph comparing the per capita national debt in 1915, 1945 and 1968. A report on "The Importance of Logistics in World War II". Each member might consider a special phase of the task of supplying an army, such as the work of railroads, shipping and other means of transportation. Prepare a report on the Technical Assistance Program (Point Four) of the U.S. What are the values and weaknesses of the program? What suggestions have been made to improve it? Of what value is the program to the U.S.? Another debate topic: Resolved, that railroads should be government subsidized.	A. Schafer, Chapters 26, 27, 28 Harlow, Chapters 33, 34, 35, 36, 37 Dumond, Chapters 31, 32, 33, 34, 35 MCIED-F: "Study of Government" "Rise and Fall of Nazi Germany" "Fall of China" "Growth of American Foreign Policy" "Territorial Possessions of the United States" "The Land" "Adolph Hitler, Part II - The Fall of the Third Reich" "European Economic Community" "Around the Table" "Harlem Crusader" FS: Senior High Social Studies Dept. #56 - American Portrait of Freedom, (record and filmstrip) - Seven Faces of Freedom Transparencies: General Aniline & Film. Corp. Senior High Social Studies Dept. #695 - Relations With Latin America, 1823-1965

VII. TWENTIETH CENTURY (1940's to the Present)

CONCEPTS	ACTIVITIES	REFERENCES
		Transparencies cont'd #710 - History of American Political Parties - 1789 to LBJ #723 - United States (Map, states, capitals, relief) Tapes: Senior High Social Studies Dept. Washington Tape Series "Foreign Aid after 20 Years" "Two-Party System in America" "America's Foreign Policy" "The United Nations: Instrument of World Peace" Records: Senior High Social Studies Dept. #169 - " American History in Sound" #156 - "America the Beautiful" #143 - "Dialogues on Democracy" #121 - "Documents of America" (U.N. Charter) #98 - "I Can Hear It Now' 1945-49 #138 -"9:34 a.m., May 5, 1961" (Space voyage of America's first astronaut) - "Portraits in Patriotism, U. S. Navy" #108 - "Supreme Court Cases" #126 - "Voices of the 20th Century" #125 - "Witness!"

CONCEPTS	ACTIVITIES	REFERENCES
B. Despite a conservative challenge, political centralism reflected an increased governmental role in the national life. (Domestic political concept)	B. Debate topic: Resolved, that the government should be legislatively responsive to the demands of the civil rights movement. Have a committee look up President Johnson's War on Poverty Law (Economic Opportunity Act) and report its findings to the class. Assign a report on the exercise of federal power in enforcing upon the states desegregation procedures. Have a student do a report on "McCarthyism". This period could be compared to the "Red Scare" of the early 1920's. Draw a cartoon showing the growing concentration of power in Washington, D.C. and away from the state capitals. Debate topic: Resolved, that state political boundaries should be replaced by regional political boundaries.	
(Subconcept) 1. Unwilling to withdraw from its worldwide commitments, the U.S. became involved in the affairs of many nations.	1. Posters can be drawn comparing the U. S. and dictator countries with respect to: (1) freedom of religion, (2) freedom of speech, (3) censorship of news, (4) treatment of minorities. A two-man team could give a report on the meaning of fascism and the use of fascism in Italy.	

VII. TWENTIETH CENTURY (1940's to the Present)

CONCEPTS	ACTIVITIES	REFERENCES
	A student could investigate and report on the rise of Hitler and Nazism in Germany.	
	Have a student read Day of Infamy and report to the class.	Lord, Day of Infamy
	Have a panel discuss why a clash between the U.S. and Japan was inevitable.	
	A bulletin board displaying events of the war could be drawn up by a group of students.	
	A committee could discuss the action in the European theater of war, such as (1) retreat from Dunkirk, (2) the Battle of Britain, (3) D-Day, (4) Seige of Stalingrad.	
	Reports could be given on the conferences held by the Allied leaders during the war.	
	A committee could investigate and report on the action in the Pacific such as (1) Battle of Midway, (2) Guadalcanal, (3) Hiroshima, (4) Surrender of Japan.	
	A committee could compare the methods of warfare used in both world wars.	
	Arrange an exhibit of pictures, souvenirs, and momentos of World War II.	
	In an open class discussion, show how America's response to world responsibilities after World War II was different from its response after World War I.	

VII. TWENTIETH CENTURY (1940's to the Present)

CONCEPTS	ACTIVITIES	REFERENCES
	Have a student give a floor talk on the Potsdam Conference.	
	A chart could be made to show the steps taken by the U.S. to combat communism in Europe and Asia.	
	On a map of Asia and Europe, students can show areas which have become communist since World War II.	
	Have a panel discuss how the Korean War differed from all other wars previously fought by the U.S.	
	Have the class discuss the possible effects of a full scale war on Communist China as advocated by General MacArthur in 1951.	
	Arrange a continuing bulletin board display of international events.	
	Have a panel discuss the following question: Why did the U.S. accept the United Nations when it rejected the League of Nations?	
	Have a student make a large chart of the United Nations. This can be used when discussing the different agencies and commissions that make up the United Nations.	
	Have a student report on the number of times the veto has been used by the USSR and the U.S. in the United Nations.	

65

VII. TWENTIETH CENTURY (1940's to the Present)

CONCEPTS	ACTIVITIES	REFERENCES
	The class can discuss the areas where the United Nations has intervened to prevent a possible war.	
	Have a debate: Resolved, that the veto power should be eliminated from the Security Council.	
	Debate topic: Resolved, that we should have continued to support Chiang Kai-shek in 1947.	
	Debate topic: Resolved, that our foreign aid has also helped the United States..	
	A report could be given on the following: "How the U.N. has helped to keep the peace.", "The United Nations Children's Fund (UNICEF)", "The World Health Organization (WHO)".	
	Debate topic: Resolved, that technical assistance is more likely to preserve peace than military aid.	
	Have a round-table or panel discussion or give a report on the diplomacy of the Second World War. The discussion could include three different phases: (1) Allied military support and diplomacy, (2) Diplomacy with European and Asian powers, (3) Latin-American diplomacy and building toward a world peace.	Bailey, Thomas, Diplomatic History of the American People, Chapters 46, 48
	Collect newspaper articles and pictures that give evidence that in the 1950's we were still following a policy of containment. Include any articles that describe our overseas bases. What technological improvements were being made that rendered some bases obsolete.	Kissinger, Henry A., Nuclear Weapons and Foreign Policy, 1957

CONCEPTS	ACTIVITIES	REFERENCES
	With four other members of your class, have a round-table discussion on whether the system of alliances, outside the U.N., destroyed the effectiveness of the U.N. Topic for debate: Resolved, the United Nations is an effective instrument for world peace.	
C. Many American societal relationships - from the 1940's on - experienced nearly constant turmoil as the result of a wide variety of phenomena. (Sociological concept)	C. Prepare a report (oral) on the problem of civil rights for all nationalities. How are they upheld or violated in your community? Prepare a written report on the assimilation of the Indian into American life. Look up the word "megapolis" and then prepare a series of drawings or sketches that visualize the problems caused by the pressure of population. With members of the class, have them present a panel discussion on the subject--- The status of second-class citizenship for some American weakens democracy's case in the struggle with communism. Make a chart or write a report comparing the war on the home front in World War I with that in World War II. Draw a line graph showing the growth since 1880 of the city in which you live. Look for answers to these questions: Are there any factors which made this city grow faster or more slowly than most other cities?	C. World Almanac: Growth of Largest U.S. Cities

CONCEPTS	ACTIVITIES	REFERENCES
	Debate topic: Resolved, that residents of suburbs should help the central city solve some of its problems.	
	Short biographical sketches could be given on such men as Marshall, Clark, Eisenhower, MacArthur, Bradley, Halsey, Nimitz, Montgomery, DeGaulle, Patton, Rommel, Von Rundstadt, Kesselring.	
	Individual reports could be given on (1) rationing, (2) censorship, (3) civil defense, (4) price and wage controls, (5) treatment of Japanese-Americans.	
	Divide the class into four committees to investigate and report on the following: (1) wonder drugs, (2) atomic power, (3) automation, (4) outer space.	
	The students could compare the scandals of Truman's administration with those of Harding's administration.	
	Have a panel discuss the civil rights problem in the South.	
	Ask students to write a paper of about 200 words showing positive achievements of the U.N.	
D. The earth's resources were being used - and some polluted at an increasing rate. (Geographic concept)	D. On maps of the Eastern Hemisphere and the Pacific Ocean, have students show where the important battles occurred.	
	On a map of Asia and Europe, students can show areas which have become communist since World War II.	

CONCEPTS	ACTIVITIES	REFERENCES
	Make a chronological chart of the war in Europe and the Pacific. Show major events in Europe in blue, those in the Pacific in red.	D. World Almanac, World War II, Summary of Events

AMERICAN HISTORY AND GOVERNMENT

BIBLIOGRAPHY

BOOKS

Adams, James Truslow (ed.), Album of American History, Scribner: 1960
Adams, James Truslow, Atlas of American History, Scribner: 1943
Adams, James Truslow and Coleman, R. V., Dictionary of American History, Scribner: 1940
Addams, Jane, Twenty Years at Hull House, Macmillan: 1930
Alden, John R., The American Revolution, 1775-1783, Harper: 1954
Allen, Frederick Lewis, Only Yesterday, Harper: 1931
Allen, Frederick Lewis, Since Yesterday, Harper: 1957
Allen, Frederick Lewis, The Big Change, Harper, 1952
Angle, Paul M. (ed.), The American Reader, Rand McNally: 1958
Antin, Mary, The Promised Land, Houghton: 1928
Atherton, Gertrude, The Conqueror, Lippincott: 1943
Bailey, T. A., Diplomatic History of the American People, Appleton-Century-Crofts: 1958
Bakeless, John E., The Eyes of Discovery, Lippincott: 1950
Bakeless, John E., Lewis and Clark: Partners in Discovery, Morrow: 1947
Beale, H. K., Theodore Roosevelt and the Rise of America to World Power, Johns Hopkins University Press: 1956
Beard, Charles and Mary, The Rise of American Civilization, Macmillan: 1930
Bellamy, Edward, Looking Backward, Doubleday and Others: 1877
Bemis, Samuel Flagg, A Diplomatic History of the United States, Holt: 1955
Bennett, Lerone J., Before the Mayflower, Johnson: 1962
Bogart, E. L. and Kemmerer, D. L., Economic History of the American People, Longmans, Green: 1947
Bolton, Sarah, The Lives of Girls Who Became Famous, Crowell: 1949
Bowen, Catherine D., John Adams and the American Revolution, Grossett: 1950
Bowers, Claude G., The Tragic Era: The Revolution After Lincoln, Houghton: 1929
Boyce, Burke, Man from Mt. Vernon, Harper: 1961
Brogan, D. W., Politics in America, Doubleday: 1954
Brooks, Van Wyck, Makers and Finders, Dutton: (No date located)
Brown, Francis J. and Roucek, Joseph S. (eds.), One America: The History, Contributions, and Present Problems of our Racial and National Minorities
Brown, Ralph H., Historical Geography of the United States, Harcourt: 1948
Bruce, H. R., American National Government, Holt: 1957
Buck, Solon, Agrarian Crusade: A Chronicle of the Farmer in Politics, United States Publishers: 1920
Burlingame, Roger, Machines That Built America, (Publisher not located): 1953
Butterfield, Roger (ed.), The American Past, Simon and Schuster: 1947
Carter, Hodding, Angry Scar: The Story of Reconstruction, 1865-1890, Macmillan: 1959
Cather, Willa, My Antonia, Houghton: 1918
Channing, Edward, A History of the United States, Vol. III., Macmillan: 1932
Clemens, Samuel, Life on the Mississippi, Harper and Others: 1923
Cole, Arthur C., The Irrepressible Conflict, Macmillan: 1934

Commager, Henry Steele (ed.), Documents of American History, Appleton: 1963
Commager, Henry Steele and Nevins, Allan, The Heritage of America, Little, Brown: 1951
Commager, Henry Steele, Living Ideas in America, Harper: 1951
Corwin, Edward S., John Marshall and the Constitution, Yale University Press: 1919
Crane, Stephen, The Red Badge of Courage, Doubleday and Others: 1957
Dick, Everett, The Sod House Frontier, 1854-1890; Johnsen: 1954
Dodd, William E., The Cotton Kingdom, Yale University Press: 1919
Douglas, William O., Wilderness Bill of Rights, Little: 1965
Dulles, F. R., America's Rise to a World Power: 1898-1954, Harper: 1955
Dulles, F. R., Labor in America: A History, Crowell: 1960
Dumond, Dwight L., Dale, Edward E., Wesley, Edgar B., History of United States, D. C. Heath and Co.: 1948
Earle, Alice Morse, Home Life in Colonial Days, Macmillan: 1933
Eaton, Clement, A History of the Southern Confederacy, Macmillan: 1954
Edmonds, Walter D., Drums Along the Mohawk, Little: 1936
Eisenhower, Dwight D., Crusade in Europe, Doubleday: 1948
Fairbank, J. K., United States and China, Harvard University Press: 1958
Farrand, Max, Fathers of the Constitution, Yale: 1921
Farrand, Max, Framing of the Constitution of the United States, Yale University Press: 1921
Faulkner, H. U., From Versailles to the New Deal, Yale University Press: 1950
Faulkner, H. U., Politics, Reform, and Expansion, 1890-1900, Harper: 1959
Felleman, Hazel, (ed.), Best Loved Poems of the American People, Doubleday: 1936
Ferber, Edna, Cimarron, Doubleday: 1930
Fish, Carl Russell, The Path of Empire, Yale University Press: 1919
Fish, Carl Russell, The Rise of the Common Man, 1830-1850, Macmillan: 1927
Flexner, Eleanor, Century of Struggle: The Woman's Rights Movement in the United States, Harvard University Press: 1959
Forester, Cecil S., The Age of Fighting Sail, Doubleday: 1956
Freidel, Frank, (ed.), Golden Age of American History, Braziller: 1959
Galbraith, J. K., The Great Crash, 1929, Houghton: 1961
Garland, Hamlin, A Daughter of the Middle Border, Grossett: 1921
Garland, Hamlin, A Son of the Middle Border, Macmillan: 1923
Goldman, Eric F., The Crucial Decade and After: America, 1945-1960, Knopf: 1956
Gunther, John, Inside U.S.A., Harper: 1951
Harlow, Ralph V., and Noyes, Hermon M., Story of America, Holt Rinehart, and Winston, Inc.: 1964
Harrington, Michael, The Other America: Poverty in the United States, Macmillan: 1962
Hart, Albert B., (ed.), American History Told by Contemporaries, Macmillan: 1915
Hofstadter, Richard, Social Darwinism in American Thought, Beacon: 1959
Holbrook, Stewart, The Age of the Moguls, Doubleday: 1953
Holbrook, Stewart, Dreamers of the American Dream, Doubleday: 1957
Hoover, J. Edgar, Masters of Deceit, Holt: 1958
Hough, Emerson, The Passing of the Frontier, United States Publishers: 1918
Howland, Harold Jacobs, Theodore Roosevelt and His Times, Yale University Press: 1921
Hulbert, Archer P., The Paths of Inland Commerce, United States Publishers: 1920

Jackson, Helen Hunt, Ramona, Little: 1894
James, Marquis, The Raven, Paperback Library: 1931
Johnson, Allen (ed.), Dictionary of American Biography, Scribner: (No date located)
Johnson, Allen, Jefferson and His Colleagues, Yale University Press: 1921
Johnson, Allen and Nevins, Allan, The Chronicles of America, United States Publishers: (No date located)
Kennan, George F., Russia and the West Under Lenin and Stalin, Little: 1961
Kissinger, Henry A., Nuclear Weapons and Foreign Policy, Doubleday: 1957
LaFarge, Oliver, A Pictorial History of the American Indian, Crown: 1956
Langdon, W. C., Everyday Things in American Life, 1607-1876, Scribner: 1937
Larkin, Oliver, Art and Life in America, Holt: 1949
Lederer, William J., and Burdick, Eugene, The Ugly American, Norton: 1958
Leech, Margaret, In the Days of McKinley, Harper: 1959
Leighton, I., (ed.), The Aspirin Age, Simon and Schuster: 1949
Lewis, Sinclair, Main Street, Harcourt: 1920
Link, Arthur, Woodrow Wilson and the Progressive Era: 1910-1917, Harper: 1954
Looker, Earle, The White House Gang, Revell: 1929
Lord, Walter, The Good Years from 1900 to the First World War, Harper: 1960
Millis, Walter, The Road to War, Houghton-Mifflin: 1935
Mitchell, Broadus, Depression Decade, 1929-1941, Holt: 1947
Mitchell, Margaret, Gone With The Wind, Macmillan: 1936
Morison, Samuel Eliot, The Oxford History of the American People, Oxford University Press: 1965
Morison, Samuel Eliot and Commager, Henry Steele, The Growth of the American Republic, Oxford University Press: 1962
Mowry, George E., The Era of Theodore Roosevelt: 1900-1912, Harper: 1958
Mumford, Lewis, The Brown Decades: A Study of the Arts in America, 1865-1895, Dover: 1955
Nevins, Allan, The Emergence of Lincoln, Scribner: 1959
Nevins, Allan, The New Deal and World Affairs, Yale University Press: 1950
Norris, Frank, The Octopus, Doubleday: 1901
Notestein, Wallace, The English People on the Eve of Colonization, 1603 1630, Harper: 1954
Ogg, F. A., The Old Northwest, Yale University Press: 1919
Ogg, F. A., The Reign of Andrew Jackson, Yale University Press: 1919
Orth, S. P., The Boss and the Machine, Yale University Press: 1919
Padover, Saul K., The Living United States Constitution, Mentor: 1954
Palmer, R. R. (ed.), Atlas of World History, Rand McNally: 1957
Parkman, Francis, Oregon Trail, Doubleday and Others: 1955
Payne, R., and Chen, S., Sun Yat-sen, Day: 1946
Perkins, Frances, The Roosevelt I Knew, Viking: 1946
Redding, Saunders, The Lonesome Road: The Story of the Negro in America, Doubleday: 1958
Remarque, E. M., All Quiet on the Western Front, Little: 1929
Riegel, Robert E., and Athearn, R. G., America Moves West, Holt: 1956
Riis, Jacob, The Making of an American, Macmillan: 1929
Rolvaagg, O. E., Giants in the Earth, Harper: 1927
Rozwenc, Edwin C., Slavery as a Cause of the Civil War, Heath: 1949

Sandburg, Carl, Abraham Lincoln: The Prairie Years, Harcourt: 1954
Sandburg, Carl, Abraham Lincoln: The War Years, Harcourt: 1942
Schlesinger, Arthur M. Jr., The Crisis of the Old Order, Houghton Mifflin: 1957
Schlesinger, Arthur M., The Rise of the City, 1878-1898, Macmillan: 1933
Shafer, Boyd C., McLemore, Richard A., Augspurger, Everett, United States History, Laidlaw: 1966
Sinclair, Upton, The Jungle, New American Library: 1905
Slosson, P. Q., The Great Crusade and After, 1914-1928, Macmillan: 1930
Sorensen, Theodore C., Kennedy, Harper: 1965
Stone, Irving, Men to Match My Mountains: The Opening of the Far West, 1840-1900, Doubleday: 1956
Stowe, Harriet Beecher, Uncle Tom's Cabin, Doubleday and Others: 1909
Sullivan, Mark, The Turn of the Century, Scribner: 1926
Tuchman, B. W., The Guns of August, Macmillan: 1962
Tunis, John R., Son of the Valley, Morrow: 1949
Tyler, Alice Felt, Freedom's Ferment, University of Minnesota: 1944
Underhill, Ruth M., Red Man's America, University of Chicago Press: 1953
United States Census Bureau, Historical Statistics of the United States: Colonial Times to 1957, United States Printing Office: 1960
Van Deusen, Glyndon, The Jacksonian Era, Harper: 1959
Van Doren, Carl, The Great Rehearsal: The Story of the Making and the Ratifying of the Constitution, Viking: 1948
Washington, Booker T., Up From Slavery, Doubleday and Others: 1901
Webb, Walter P., The Great Plains, Grosset: 1931
Webster's Biographical Dictionary, Merriam: 1943
Wertenbaker, Thomas J., The First American, 1607-1690, Macmillan: 1927
White, Theodore H., The Making of the President, 1964, Atheneum: 1965
Whitman, Walt, Leaves of Grass, Doubleday and Others: 1921
Wilson, M., American Science and Invention, Simon and Schuster: 1954
Wissler, Clark, Indians of the United States: Four Centuries of Their History and Culture, Doubleday: 1966
Wrage, Ernest J., and Baskerville, Barnett, American Forum: Speeches on Historic Issues, 1788-1900, Harper: 1960
Wright, Louis B., The Cultural Life of the American Colonies, 1607-1783, Harper: 1957